

# Literacy - Comprehension



## ELG Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Development matters statements

#### Comprehension

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

### Birth to 5 - Band 6 (Reception)

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves

ELGs	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Anticipate key events in stories	Use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
<b>Baseline</b>	Engage in extended conversations about stories, learning new vocabulary. (DM 3-4) <ul style="list-style-type: none"> <li>• Uses talk to explain what is happening and anticipate what might happen next (Bto5 – Band 5)</li> <li>• Builds up vocabulary that reflects the breadth of their experiences (Bto5 – Band 5)</li> <li>• Able to use language in recalling past experiences (Bto5 – Band 5)</li> </ul>		
<b>Aut 1</b>	<ul style="list-style-type: none"> <li>• Can listen to a story with attention and recalling key events.</li> <li>• Listens attentively, showing pleasure, to a familiar story published or created in the provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a prediction about what the story could be about</li> </ul>	<ul style="list-style-type: none"> <li>• Can use some words explicitly introduced by the adult in the small world area, puppet theatre, book nook and role play</li> <li>• Join in with repeated refrains and key phrases.</li> </ul>
<b>Aut 2</b>	<ul style="list-style-type: none"> <li>• Demonstrate what has been read to them by retelling familiar stories in a simple manner, using some new vocabulary and some familiar repeated refrains. (e.g. Once upon a time; stories they will have heard several times e.g. fables, fairy tales etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Can make a justified prediction of what a text will be about</li> <li>• Beginning to sequence a series of events from a familiar story,</li> </ul>	<ul style="list-style-type: none"> <li>• Is using some new vocabulary from familiar texts and rhymes etc. in the small world and role play</li> <li>• Is using some familiar new language during discussions with adults and peers</li> </ul>

	<ul style="list-style-type: none"> <li>Respond to simple retrieval questions about narratives ('who', 'where' 'what' and 'when') questions linked to text and illustrations. E.g. where does character live, what does he look like etc.</li> <li><i>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</i></li> <li>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories</li> </ul>	<ul style="list-style-type: none"> <li>using puppets, pictures from book or role-play.</li> <li>Is able to talk about the main events in the story and predict what might happen.</li> </ul>	<ul style="list-style-type: none"> <li>Can retell a story beginning to use vocabulary already heard and story language when in the role play or in small world.</li> </ul>
<b>Spr 1</b>	<ul style="list-style-type: none"> <li>Is beginning to retell stories that are less familiar, beginning to use more vocabulary not apparent in the original stories.</li> <li>Has a good understanding of story structure is beginning to use wider range of vocabulary to retell stories, not always necessarily taught vocabulary.</li> <li>Is beginning to recognise and understand simple similarities and differences between different genres.</li> <li>Is beginning to make simple connections between familiar stories and new stories</li> <li>Express a preference for a book, song or rhyme, from a limited selection.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to make a prediction based on unfamiliar genres, in a mix of pictures and words read.</li> <li>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</li> </ul>	<ul style="list-style-type: none"> <li>Play is clearly influenced by experience of books (small world, role play).</li> <li>Is beginning to use new vocabulary independently from both familiar and recently introduced vocabulary in small world and role play.</li> <li>Is beginning to use some subject specific vocabulary in discussions</li> </ul>
<b>Spr 2</b>	<ul style="list-style-type: none"> <li>Can retell stories that are less familiar, beginning to use more vocabulary not apparent in the original stories.</li> <li>Is beginning to use wider range of vocabulary to retell stories, not always necessarily taught vocabulary.</li> <li>Can recognise and understand simple similarities and differences between different genres.</li> <li>Can make simple connections between familiar stories and new stories</li> </ul>	<ul style="list-style-type: none"> <li>Can make a prediction based on unfamiliar genres, in a mix of pictures and words read</li> <li>Can suggest how an unfamiliar story read aloud to them might end.</li> <li>Give a simple opinion on a book they have read, when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Is using new vocabulary independently from both familiar and recently introduced vocabulary in small world and role play.</li> <li>Is confidently using some subject specific vocabulary in discussions</li> </ul>

	<ul style="list-style-type: none"> <li>• Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure.</li> </ul>		
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Can retell stories in their own words, in the correct sequence, draw on language patterns of stories and recently introduced vocabulary in their retellings</li> <li>• Using recently introduced vocabulary when creating their own story narratives.</li> <li>• Can answer many retrieval questions about familiar stories, e.g. where is the story set, who is the main character/s, what is the plot</li> <li>• Can answer some retrieval questions about unfamiliar stories.</li> <li>• Demonstrates emotional engagement with the content.</li> <li>• Will select a book to share or read for own pleasure and may show preference for theme, particular characters or familiar authors.</li> </ul>	<ul style="list-style-type: none"> <li>• Can make a prediction mid-way through the story, about what will happen next, based on prior knowledge of stories.</li> <li>• Reflect on changing predictions, explaining why it has changed</li> <li>• Can justify predictions through knowledge of familiar texts</li> </ul>	<ul style="list-style-type: none"> <li>• Is confidently using recently introduced vocabulary, in context, both general and subject specific, both in role play, small world and discussions with adults and peers.</li> <li>• Will retell stories and poems in their play using vocabulary acquired from their reading experiences.</li> </ul>
<p>Describes in their own words what they have read in a non-fiction or fiction text using a range of new vocabulary with accuracy and confidence, answering questions, making inferences and predictions about what might happen next.</p>			